

School and Teacher Demographics

Per Pupil Expenditures \$5,440

(CCD, 1998–1999)

Number of districts 89

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
436	157	143	12	755

Number of charter schools 1

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
10,065	4,780	5,392	151	20,657

Public school enrollment		1993–1994	1999–2000
		K–8	224,354
	9–12	87,768	95,903
	Total	322,292	324,495
	Pre-K	1,933	3,127

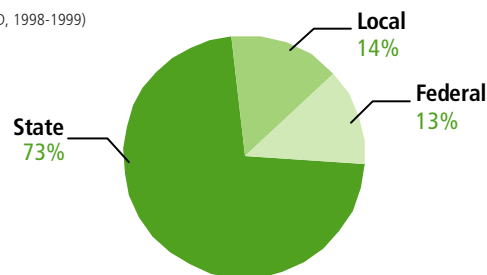
(CCD)

(By state definition)

Sources of funding

District average

(CCD, 1998–1999)



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Race/ethnicity	1993–1994	1999–2000
American Indian/Alaskan Natives	32,855	35,678
	10%	11%
Asian/Pacific Islander	3,048	3,417
	1%	1%
Black	7,487	7,588
	2%	2%
Hispanic	147,824	160,345
	46%	49%
White	129,949	117,461
	40%	36%
Other	n/a	n/a
	—	—

(CCD, K–12)

Students with disabilities (OSEP) 38,233 44,888
 12% 13%

Students with Limited English proficiency (ED /NCBE, K–12) 79,829 76,661
 25% 24%

Migratory students (OME, K–12) 3,842 n/a
 1% —

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999–2000)

data not available

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Increase number of students at proficient or advanced levels of performance

Expected School Improvement on Assessment

Growth in CRT scores

Indicators for School Accountability

Dropout, attendance, achievement, safety, and parent and community involvement

Title I Adequate Yearly Progress (AYP) for Schools

Increase number of students at proficient level or advanced levels of performance

Title I 1999-2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	224	240	444
	48%	52%	100%
Schools Meeting AYP Goal	180	223	403
	80%	93%	91%
Schools Identified for Improvement	45	17	62
	20%	7%	14%

(ED Consolidated Report, 1999–2000)

Title I allocation \$69,288,779

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	22%	24%
Basic level and above	52%	70%
Math, 2000:		
Proficient level and above	12%	13%
Basic level and above	51%	49%

Student Achievement 1999–2000

Assessment New Mexico Achievement Assessment

State Definition of Proficient Scoring as “competent readers” and between a 40 and 59 on Math

Elementary School

Grade 4

Reading/Language Arts

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	16%	43%	30%	11%
Students with Limited English Proficiency	24	51	21	5
Migratory Students				
Students with Disabilities	23	43	23	11

Mathematics

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	28%	52%	14%	6%
Students with Limited English Proficiency	38	50	9	3
Migratory Students				
Students with Disabilities	37	43	13	7

Middle School

Grade 8

Reading/Language Arts

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	35%	44%	17%	4%
Students with Limited English Proficiency	55	38	6	1
Migratory Students				
Students with Disabilities	57	30	9	4

Mathematics

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	67%	22%	9%	2%
Students with Limited English Proficiency	81	14	4	0
Migratory Students				
Students with Disabilities	77	14	7	3

High School

Grade 9

Reading/Language Arts

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	35%	50%	11%	3%
Students with Limited English Proficiency	54	41	4	1
Migratory Students				
Students with Disabilities	67	28	3	2

Mathematics

Students in:	Proficient ⇨			
	Level I	Level II	Level III	Level IV
All Schools				
Title I Schools				
High Poverty Schools	81%	11%	7%	1%
Students with Limited English Proficiency	91	6	3	0
Migratory Students				
Students with Disabilities	91	6	3	1

High School Indicators

High school dropout rate (CCD, event)	1993-94	1998-99
	9%	7%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95	1998-99
	8,191 55%	11,344 69%

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 High Poverty Schools = 75-100% students receiving free/reduced lunch